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The Career Advancement Program (CAP) is a joint effort by a 2-year college and industrial firms in its district to expand educational opportunities, to match college programs to local needs, and to help industry meet its present and future technical manpower needs. CAP has worked to attract students, full- or part-time, to technical training. Mechanical Technology and Electronics Advisory Committees set up a work-study program, with industry taking the lead in recruitment and in-plant training. Students are told of the program through the news media and by visits of both college and industry personnel to the high schools. So far, 36 companies have participated, with requests for 186 student-employees; 76 students enrolled in the first CAP group. This paper lists the program's advantages; career advancement, income while studying, continued education, community enthusiasm, etc. It also points out four main problems and their solutions: (1) the need for good communication between college and company is solved by dealing with a single liaison man at each firm; (2) if a student seeks an unsuitable job, the company puts him in touch with the college for redirection to suitable work or to CAP; (3) high school students are often deficient in mathematics; CAP therefore has its own special counselor; (4) coordination of class and in-plant training schedules is complex, but it can be accomplished by cooperation between company and college personnel. Guidelines and other details of the program are appended. (HH)

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# THE ROCK VALLEY COLLEGE CAREER ADVANCEMENT PROGRAM

## Introduction

The Career Advancement Program is a unique cooperative effort between Rock Valley College, a two-year community college, and approximately 40 industrial firms in the college district. The overall objectives of CAP are to expand educational opportunities for students, locally orient the college's programs and help industry to meet its short- and long-range technical manpower needs.

The Career Advancement Program is in its first year. It is a young and growing effort, and as time goes on it gains momentum and vitality. Following is an explanation of how and why CAP was developed, what it is designed to do, the support it has received, the mechanics of its organization and what the future promises.

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## Low Enrollment in Engineering Technologies

Rock Valley College opened its doors to students in September, 1965. The number of students enrolled in technical education was quite low during the first two years of the college's operations. This was true in terms of both part-time and full-time students.

At the same time, there is an acute shortage of qualified technicians in the college district. And, it is projected that within the next few years the demand for engineering technicians will grow much faster than the supply.

During the 1966-67 academic year (the school's second year) it seemed time to attempt a new approach to attract students into technical education programs. The major goal of the program is to interest students in technical education. Primary emphasis was given to attracting full-time students with the hope that working through industrial companies to recruit full-time students we would also attract part-time students. (This assumption has proved true.)

## A Proposed Solution

A joint meeting of the Mechanical Technology and Electronics Advisory Committees was held and a proposal for interesting students in technical education was presented. Briefly, the proposal was this:

1. Industry would recruit and hire student-employees with the object of sending them half-days to Rock Valley College for technical training and having them work half-days.

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2. By hiring two employees--one to work in the mornings and one to work in the afternoons--industry would have the equivalent of a full-time trainee and a full-time employee.

3. Pilot programs would be established in machine design, production technology, electronics, and drafting. Drafting is a one-year program; the others are two-year programs.

4. Each industrial plant would schedule its own on-the-job training experiences for student-employees.

In effect, then, CAP is a cooperative work-study program, but it is not conducted in the usual way. Industry takes the lead in finding students and providing in-plant training.

Many of the preliminary details were worked out with the advisory committees. From this came a set of guidelines (See Enclosure A) for industry and the College. Then, an invitation to participate in the program was sent to all of the industrial plants in the district.

## Industry Responds

Industry responded enthusiastically to the invitation. Twenty-eight companies made up the original group of participating firms, and they requested the college to reserve classroom space for 159 trainees. Later, eight other companies joined CAP and the total request for student-employees grew to 186.

At this point we were ready to promote the program and begin attracting students to it. It was late in the school year and many students had already made a decision or a commitment for the immediate future. It was our job to sell as many students as possible on the idea of joining the new program.

## Attracting Students

During April, 1967, College personnel visited each of the high schools in the district and spoke to graduating classes about CAP. Personnel from cooperating companies also visited the high school and gave students the company point of view. (Sometimes company and college personnel made these visits together.)

A number of companies advertised CAP in the newspaper. Some also advertised on the radio and some on television. (Copies of newspaper advertisements are attached as Enclosure B.) One company printed a special letterhead to pass out to interested students. A

brochure describing the program was printed to use as a handout. Seventy-six students were attracted to the first group of CAP.

## Procedure for Hiring Students and Enrolling Them in CAP

Enrolling students is handled in one of two ways.

1. Companies recruit their own student-employees through high-school visitations and advertising campaigns. For the most part, students apply directly to the companies in which they are interested. At each company they must go through the regular employment processes of interviewing and testing. Some companies are highly selective, others are not. Many students visit two, three, or more companies before they are employed. (Last year our experience was that one out of four students who applied were hired.)

   (We do not exclude from the curriculum other students who do not want to be employed by a company. However, we do encourage employment for all students interested in one of the engineering technologies.)

2. In some cases students apply directly to the college for placement in the Career Advancement Program. Students who do so are asked to select three of the cooperating companies. Appointments are made for them and they are sent to the companies, one at a time, for employment interviews.

Students must be hired by a cooperating company before they can become a CAP student. Once a student is hired, he is enrolled at the college.

## College Class Schedules

Scheduling of college classes is an important aspect of CAP. It requires scheduling classes which are compatible with industrial work schedules. Our experience shows that college classes for CAP students should be blocked into three distinct time periods: 7:30 a.m. to 12:00 noon; 1:00 p.m. to 5:30 p.m.; and 6:00 p.m. to 10:30 p.m.

College classes are scheduled in blocks in the time periods outlined in the preceding paragraph. Classes for each of the CAP options are scheduled so that a student can attend all of his classes (technical and general education) during a time block. Full-time day students are expected to attend college during the morning or afternoon. Evening classes are reserved mainly for adult students.

## In-Plant Training

In-plant training is handled by the training director or personnel manager within each company. Many of the companies have worked out detailed training programs for their student-employees. (An example of one company's training program is attached as Enclosure C.) The training which a student receives in his plant does not take place in a vacuum. The college sends course outlines of each course in a student's program to the training directors. The training director, after studying the course outlines and consulting the college personnel, decides the experiences students in his plant should have.

The philosophy behind this arrangement is that each company is making an investment in its student-employees; therefore, they should direct the in-plant training program. College personnel help to establish and coordinate work experiences but do not control them. No academic grade is given for the work experience.

## Industrial Cooperation

The Career Advancement Program is successful in great measure because of the support it has received from industry. The companies involved in CAP have endorsed the program very enthusiastically and are willing to do whatever is necessary to help it grow.

Besides recruiting students, companies support CAP through their house organs and public relations compaigns. A number of companies have given CAP a feature story in their employee journals.

Many people who may want to take just one or two courses are made aware of college offerings through company promotional and public relations materials.

## Advantages of CAP

There are a number of advantages to students, industry and the college. Because of the way in which the program is developing, new aspects come to light all the time. Consequently, the following list should be considered incomplete. Some of the outcomes of CAP, then, are these:

1. Expanded educational opportunities are provided for students.

2. Placement of students with companies occurs at the beginning of the program, not at the end.

3. Students have meaningful part-time jobs and income.

4. On-the-job training blends classroom work and actual work experience.

5. Enrollments of full-time day students in the four technical curriculums (drafting, machine design, production and electronics technology) increased from less than a dozen to more than seventy.

6. High school counselors have become enthusiastic about technical education and are aware of its potential for students.

7. Parents of high school students become interested in the future opportunities for their children.

8. Local news media have given the program a good deal of attention. Consequently, the college in general is involved.

9. Local business and industrial organizations such as the Chamber of Commerce are enthusiastic about the program and give it their wholehearted support.

10. The companies involved in CAP are putting their full resources behind the program--public relations personnel, training directors, supervisors, and employment personnel--to interest and encourage students in technical education.

11. Companies participate directly in the training of college students.

12. The cooperating companies contribute funds to pay for brochures, mailing pieces, and publicity. (This is in addition to the advertising that each company does on its own.) Each company pays a $25 enrollment fee plus $5 for each trainee it requests.

13. Community enthusiasm for the program and the college is growing. The cooperating companies already are asking that CAP be expanded to include data processing, secretarial education, and quality control.

14. Student-employees are employed at wage rates which are attractive.

15. Students who complete the program will be in a position for well-paying, highly respected industrial jobs.

16. Industry's experience in training employees becomes available to the college.

## Students

Students in CAP work approximately 20 hours per week. They are in school half days and on the job half days. We have considered the one-term-on, one-term-off type of program but have rejected it in favor of our half day arrangement.

Students attend school for two calendar years. The credit-hour load is reduced during the fall and spring semesters, and each student attends two summer sessions.

Students are paid for their actual time on-the-job. As part-time employees, they usually do not receive full-time employee benefits. Companies do take into consideration that their student-employees are taking a full college load while they are working.

## Some Problem Areas

Naturally, the program has brought forth some problems. But, for the most part we have been able to anticipate and, therefore, avoid them. The development of the program has gone quite smoothly but here are some of the problem areas:

1. The biggest problem is that of communication between the companies and the College. This has been solved by a constant flow of memoes and telephone calls both ways. Also, each company assigns one individual as the liaison person to the college. All contacts are made with that person.

2. During recruiting times, many students go directly to companies and are not hired for one reason or another. They may be a potential employee for another company and the college does not know who they are. Again this problem has been solved with information from the company to the college. Each company reports to the college students who are not hired. College personnel then contact the students and put them in touch with other companies.

3. Some students come to the college deficient in high school math. Each student must be considered individually according to his background. One college counselor is assigned exclusive responsibility for CAP students.

4. The college class schedules must integrate with industrial work schedules. Our experience is that classes should be scheduled in consultation with company representatives as well as college faculty.

## The Future of CAP

The Career Advancement Program is growing so rapidly that it's difficult for us at the college to keep up with it. CAP was begun with four options: mechanical drafting (one-year program), machine design, production technology, electronics technology. It is being expanded to include quality assurance, secretarial education and computer programming.

Some of the companies which are cooperating with the college are now expanding CAP within their plants. There are four companies which test and interview full-time employees within their plants for purposes of enrolling in CAP. Full-time employees who are selected will be released half days to attend school but will still receive two-thirds to full-time pay, depending upon the company.

The Career Advancement Program is an exciting innovation in technical education. The college, the community and industry are greatly enthused by its prospects and promise. In years to come, it will grow into a highly successful program of technical education.

For further information contact:

Dr. Ronald Hallstrom, Dean
Vocational-Technical Education
Rock Valley College
3301 N. Mulford Road
Rockford, Illinois 61111

Enclosure A

# SUGGESTED GUIDELINES FOR THE ROCK VALLEY COLLEGE - LOCAL INDUSTRY COOPERATIVE WORK PROGRAM

## Philosophy of the Program

Rock Valley College and local industry are combining efforts and resources to establish cooperative work programs which will provide educational opportunities in technologies for students, make the community college program locally oriented, and develop a pool of skilled technicians.

Local industry and the College are mutually concerned with the present shortage of skilled labor and the long-range problem of economic growth. Present skilled labor shortages can be alleviated and future problems averted by providing an opportunity for people with talents and interests in technical and mechanical fields to develop those talents to the fullest extent.

The cooperative work program is designed to meet these ends and thereby serve the local community. It can be successful only to the extent that all parties work together to reach the same goals. For this purpose the following guidelines are suggested for the College and for companies participating in the program:

1. Cooperating companies will select and hire student-employees in accordance with their regular employment practices.

2. Cooperating companies will pay student-employees for their hours of work in accordance with regularly established practices.

3. The educational phase of the program will be administered by Rock Valley College.

4. Companies will supervise their own employees. Evaluation of student-employee progress on the job as it relates to classroom studies will be done cooperatively by College and company personnel.

5. Student-employees must pass and maintain a grade-point average of "C" in technical courses and by passing in other courses to remain in the cooperative program.

6. Participating companies and the College will work together to rotate student-employees among jobs within the company which will provide maximum exposure to industrial operations.

7. Maximum number of hours in College classes will approximate 20 per week. (Classroom work will require outside study time of approximately 20 hours each week.) The working day should approximate 4 hours on the job.

8. Student-employees may be assigned to attend either morning or afternoon cooperative classes. Changes in attendance from morning to afternoon sessions (or vice versa) can be made only at the beginning of a new academic term.

9. Cooperating companies and the College will attempt to place and retain student-employees in a specified cooperative curriculum (mechanical design, production, electronics, drafting) which will be most beneficial to the student and to the company.

10. The cost of the educational program will be borne by the employer according to presently administered policies.

11. Cooperating companies and the College will work together to discourage student-employees from changing employers while participating in the cooperative program.

Enclosure B

# JOIN THE CAP TEAM TODAY!

The name of the game? CAP . . . the Career Advancement Program at Sundstrand.

The prize? A very bright future for graduating high school seniors seeking technical training.

The requirements? Meet the enrollment standards of Rock Valley College and the employment qualifications of Sundstrand.

The time? Running out fast! Casses begin June 12th, so enroll now for this wonderful career opportunity.

Become a student-employee in the CAP Program at Sundstrand. Enjoy the benefits of professional classroom instruction and on-the-job experience which will provide you with a bi-weekly pay check to cover everyday expenses, as well as your tuition, books and supplies.

Don't waste another moment! Call for an appointment or drop in and visit Brodie Westen. Join the CAP Program today . . . your ticket to the brightest possible future!

## SUNDSTRAND
## PERSONNEL CENTER

1401 23rd Avenue Rockford, Ill. 61101

962-4477

"An Equal Opportunity Employer"

# COLLEGE
or
# CAREER?

## FREE COUNSELING
for
## GRADUATING HIGH SCHOOL SENIORS

Who are undecided, but want to continue growing until the right decision can be made. You may be guided into a path that splits college and career right down the middle. It's enrollment in the Rock Valley College Career Advancement Program (CAP)

## PLUS

Part-time employment in a COURSE-COORDINATED on-the-job company development program for technical trainees.

½-Day in Class
½-Day at Work

## LEARN While You EARN!

Grow into a respected and rewarding technician's job . . . with help along the way from Rockford's No. 1 Employer.

Stop in and see — or phone —
Mr. Vernie Anderson, or
Mr. Jon Clayton

ROCK STREET EMPLOYMENT OFFICE
968-5833
Daily 8:00 to 4:00
Saturday 8:00 until Noon

# BARBER-COLMAN COMPANY

1300 Rock Street
Rockford, Illinois 61101

An Equal Opportunity Employer

# JOIN CAP NOW!

CAP, the Career Advancement Program, is the way for you to start building a technical career immediately after graduation from high school.

Classes start at Rock Valley College on June 12.

Sign up now . . . Earn while you learn . . . As a full-time college student, you get professional classroom instruction and the benefit of all extra curricular activities . . . As a CAP student-employee, you receive actual on-the-job experience at Sundstrand and regular pay checks.

Come in and talk to Brodie Westen. Find out how you can start building toward a successful career and prosperous future through the CAP program.

## SUNDSTRAND
## PERSONNEL CENTER

1401 23rd Avenue Rockford, Ill. 61101

962-4477

"An Equal Opportunity Employer"

# CAN'T AFFORD COLLEGE?

CAP (Career Advancement Program) may be the answer. This unique program offered by Rock Valley College enables you to work half days and attend classes during the remainder. GREENLEE is a participating CAP company interested in your future.

*PREPARE FOR TOMORROW*
By talking with
Mike McConoughey
*TODAY!*

GREENLEE
BROS. & CO.
2135 12th Street
Rockford, Illinois
963-4881 Extension 205

"An Equal Opportunity Employer"

# AMEROCK

## Where People Make the Big Difference

At Amerock, hardware products for home and industry are proudfully manufactured by a fine group of Rockford area men and women.

But, at Amerock there is something even more meaningful — Amerock is interested in you and your future welfare.

## IF YOU'RE LOOKING FOR A JOB RELATIONSHIP THAT'S SATISFYING, CHALLENGING AND ENJOYABLE

—plus Amerock's many extra fringe benefits—including an excellent profit sharing plan.

We have openings in CAP (Career Advancement Program). High school seniors, come, visit Amerock —a participating CAP company interested in you.

Come to 4000 Auburn Street and talk with Mr. Dave Swanson in the Employment Office, or call 963-9631, Extension [illegible] for appointment.

## AMEROCK CORPORATION

4000 Auburn Street — Rockford, Illinois

An Equal Opportunity Employer

"An Opportunity with a Future"

W. F. & JOHN BARNES

Development Engineer
Electrical Designer
Electrical Draftsmen
Fit-up Welders
Machinists
Proposal Engineer
Trainees

CAP

Career Advancement Program lets you work half days and attend Peck Valley College as a full time student. Openings in Production Technology and Drafting. Classes start June 16th. Sign up now at BARNES.

Apply Employment Office

301 S. Water St.

W. F. & JOHN BARNES CO.

A Division of Rockwell and Wilcox

"An Equal Opportunity Employer"

Enclosure C

# BARBER-COLMAN COMPANY

If you are interested in the CAP Program, one of the first questions you will want answered is, "How will my college training fit in with my work in industry?". Barber-Colman Company will tailor your work to fit with your college program, so that upon completion you will be fully qualified to move into a technical position with the Company. A TYPICAL PROGRAM for a CAP student enrolled in Production Technology would be:

## PRODUCTION TECHNOLOGY

### First Year

| | College Program | In-Plant Program |
|---|---|---|
| 12 Weeks | (Summer<br>(<br>(English 100 - Vocational Communication )<br>(Mech. Tech. 131 - Mechanical Drafting I )<br>(Physical Education ) | Assembly & Sub-Assembly |
| 20 Weeks | (Fall Semester<br>(<br>(Mathematics 151 - Technical Mathematics I )<br>(Mech. Tech. 110 - Orientation for Eng. Techs. )<br>(Physics 111 - Technical Physics I )<br>(Mech. Tech. 103 - Materials of Industry )<br>(Physical Education ) | Inspection<br>(Also Met. Lab.) |
| 20 Weeks | (Spring Semester<br>(<br>(Mathematics 152 - Technical Mathematics II )<br>(Mech. Tech. 104 - Manufacturing Processes )<br>(Mech. Tech. 132 - Mechanical Drafting II )<br>(Mech. Tech. 240 - Statistics & Quality Control ) | Manufacturing |

## PRODUCTION TECHNOLOGY

### Second Year

| | College Program | In-Plant Program |
|---|---|---|
| 12 Weeks | (Summer<br>(<br>(English 200 - Technical Report Writing )<br>( or<br>(Speech 139 - Business & Professional Speech )<br>(Physics 112 - Technical Physics II )<br>(Physical Education ) | Production Control |
| 20 Weeks | (Fall Semester<br>(<br>(Mech. Tech. 231 - Components of Control Sys. )<br>(Mech. Tech. 242 - Methods & Operations Analysis )<br>(Mech. Tech. 246 - Process Planning )<br>(Economics 212 - American Economic History )<br>(Physical Education ) | Industrial Engineering |
| 20 Weeks | (Spring Semester<br>(<br>(Elective )<br>(Mech. Tech. 243 - Plant Layout & Materials Handling )<br>(Mech. Tech. 248 - Cost Estimation & Linear Programming )<br>(Psychology 170 - General Psychology ) | Production Engineering (Also Plant Layout & Materials Handling) |

# BARBER-COLMAN COMPANY

Upon satisfactory completion of the CAP Program, the students would be qualified for the following positions at Barber-Colman Company:

| | |
|---|---|
| ELECTRONICS TECHNICIAN | ELECTRO-MECHANICAL TECHNICIAN |
| ENGINEERING ASSISTANT | DRAFTING CHECKER |
| DESIGN DRAFTSMAN | ELECTRICAL INSTRUMENT TECHNICIAN |
| ENGINEERING TECHNICIAN | METHODS ENGINEERING ASSISTANT |

AND OTHERS

We are living in an era of the greatest advances in technology and manufacturing in the history of the world. As a result, there is a growing number of interesting and rewarding jobs in industry.

Barber-Colman Company is actively seeking young people who have the potential ability to fill these jobs. When the Company finds such people, it is ready and willing to teach them the work and help them progress.

Starting a career in industry is the commencement of a new phase of your continuing education and personal growth. You use what you have already learned as a foundation for further learning. As you master each element of your new work, you take a step toward work of a higher order.

As in school, progress and accomplishment in industry take time and effort. But, in industry, you earn while you learn.

# CAREER ADVANCEMENT PROGRAM SCHEDULES

## BARBER-COLMAN COMPANY

### First Year

Summer Semester - June 12 thru August 11, 1967 = 9 weeks

| | | |
|---|---|---|
| Motor Winding | - Dept. 9421 - 6/12 - 6/16 | - 1 wk. |
| Element Winding | - Dept. 9331 - 6/19 - 6/23 | - 1 wk. |
| Therocouple Assembly | - Dept. 9333 - 6/26 - 6/30 | - 1 wk. |
| Relay Assembly | - Dept. 9337 - 7/3 - 7/7 | - 1 wk. |
| Automatic Controls Assembly | - Dept. 9321 - 7/10 - 7/21 | - 2 wks. |
| Thermostat Assembly | - Dept. 9323 - 7/24 - 8/8 | - 3 wks. |
| Total..... | | 9 wks. |

(Summer Vacation 8/7 - 9/1 Dept. 9335 Printed Circuits)

Fall Semester - September 4 thru January 26, 1968 = 21 weeks

| | | |
|---|---|---|
| Printed Circuit Assembly, Calibration, Repair | - Dept. 9335 - 9/4 - 12/29 | - 17 wks. |
| Industrial Instruments Meter Assembly | - Dept. 9331 - 1/1 - 1/12 | - 2 wks. |
| Industrial Instruments Recorder Assembly | - Dept. 9333 - 1/15 - 1/26 | - 2 wks. |
| Total..... | | 21 wks. |

Spring Semester - January 29 thru May 31, 1968 = 18 weeks

| | | |
|---|---|---|
| Industrial Instruments Chassis Assembly and Repair | - Dept. 9335 - 1/29 - 5/31 | - 18 wks. |
| Total..... | | 18 wks. |

(Spring Vacation 6/3 - 6/14 Dept. 9335 Electronics)

### Second Year

Summer Semester - June 17 thru August 16, 1968 = 9 weeks

| | | |
|---|---|---|
| Electronics Repair | - Dept. 9335 - 6/17 - 8/16 | - 9 wks. |
| Total..... | | 9 wks. |

(Summer Vacation 8/19 - 9/6 Dept. 9335 Electronics)

Fall Semester - September 9 thru January 31, 1969 - 21 weeks

| | | |
|---|---|---|
| Electronics Repair | - Dept. 9335 - 9/9 - 1/31 | - 21 wks. |
| Total..... | | 21 wks. |

Spring Semester - February 3 thru June 6, 1969 = 18 weeks

| | | |
|---|---|---|
| Electronics Repair | - Dept. 9335 - 2/3 - 2/28 | - 4 wks. |
| Control Center System | - Dept. 9332 - 3/3 - 3/28 | - 4 wks. |
| Development Lab. | - Dept. 3331 - 3/31 - 5/23 | - 8 wks. |
| Product Design | - 5/26 - 6/6 | - 2 wks. |
| Total..... | | 18 weeks |

BARBER-COLMAN COMPANY

CAREER ADVANCEMENT PROGRAM (CAP)
MACHINE DESIGN TECHNOLOGY
TRAINING PROGRAM

| Program Step | | Duration |
|---|---|---|
| 1. **Production Drawings:** | changes on drawings. | 4 months |
| 2. **Inspection Departments:** | with actual inspection work. | 2 months |
| 3. **Shop Production Work:** | in small mills, drills, turning and grinding. assembly work in sub-assembly and final assembly of spooler. | 4 months |
| 4. **Industrial Engineering:** | including routing, time standards, methods and tooling. | 4 months |
| 5. **Production Engineering:** | including shop liaison, drawing specifications, engineering standards, engineering changes and field problems. | 4 months |
| 6. **Product Design Drafting:** | including detail engineering drafting, material selection, tolerance and fit problems selection of finishing processes, assembly drawing, mechanism design and sub-assembly design. | 6 months |

**Steps 1, 2 and 3 of the program can be taken in any order, but must be completed before continuing.**

**Steps 4 and 5 can be interchanged.**

**Step 6 must be the last phase of the program for any individual.**

**The trainee will write a report at the end of each month on the work he has been doing including his personal observations.**

BARBER-COLMAN COMPANY

ORN _____ [illegible] _____

DUCATION _____ CURRICULUM Electronics Technology

XPERIENCE _____ SERIAL NUMBER _____

ILITARY STATUS _____ FUTURE DEPARTMENT _____

ALARY RECORD

| DATE | RATE | COMMENTS |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

| Order | Description | Dept | Supvr. | Wks | Schedule Start | Schedule Finish | Actual Start | Actual Finish | Appraisa Complet |
|---|---|---|---|---|---|---|---|---|---|
| | Elec. Inst. & Basic Elec. Training | | Drnek | 4 | 6-19 | 7-15 | | | |
| | Mechanical Insp. | | Haynes | 1 | [illegible]-17 | 8-11 | | | |
| | Inter. & Final | | | 1 | 7-17 | 7-21 | | | |
| | Line | | | 3 | 7-24 | 8-11 | | | |
| | Elec. Inspection | | Maples | 12 | 8-14 | 11-3 | | | |
| | Incoming | | | 6 | 8-14 | 9-22 | | | |
| | Motors & MP | | | 3 | 9-25 | 10-13 | | | |
| | Control Box & Elements | | | 3 | 10-16 | 11-3 | | | |
| | Elect. Assembly | | Morlen | 38 | 11-6 | 7-26 | | | |
| | NASA Soldering School | | | 2 | 11-6 | 11-17 | | | |
| | PC Board Prod. | | | 2 | 11-20 | 12-1 | | | |
| | Motors | | | 4 | 12-4 | 12-29 | | | |
| | Micropositioners | | | 4 | 1-1 | 1-26 | | | |
| | Elec. Sub-Assm. | | | 4 | 1-29 | 2-23 | | | |
| | Prototype Elect. Assm. | | | 4 | 2-26 | 3-22 | | | |
| | Control Box Final Assm. | | | 8 | 3-25 | 5-17 | | | |
| | Medical Injector Assm. | | | 4 | 5-20 | 6-14 | | | |
| | Sensing Elements | | | 2 | 6-17 | 6-28 | | | |
| | Valve & Act. | | | 4 | 7-1 | 7-26 | | | |
| | Systems Engrg. | | Falk | 10 | 7-29 | 10-4 | | | |
| | Laboratory-Elect. | | Drnek | 16 | 10-7 | 1-24 | | | |
| | Act. & Vibration | | | 5 | 10-7 | 11-8 | | | |
| | Elect. & RFI | | | 4 | 11-11 | 12-6 | | | |
| | Motors | | | 4 | 12-9 | 1-3 | | | |
| | Valve & Pneumatics | | | 3 | 1-6 | 1-24 | | | |
| | Industrial Engrg. | | Morlen | 6 | 1-27 | 3-7 | | | |
| | Process Drgs. & Routings | | | 1 | 1-27 | 1-31 | | | |
| | Nameplates & PC Boards | | | 1 1/2 | 2-3 | 2-12 | | | |
| | Methods | | | 2 1/2 | 2-13 | 2-28 | | | |
| | Time Study | | | 1 | 3-3 | 3-7 | | | |
| | Development | | Schaeve | 14 | 3-10 | 6-13 | | | |

BARBER-COLMAN COMPANY

BORN _____

EDUCATION _____ CURRICULUM Machine Design Technology

EXPERIENCE _____ SERIAL NUMBER _____

MILITARY STATUS _____ FUTURE DEPARTMENT _____

SALARY RECORD

| DATE | RATE | COMMENTS |
|---|---|---|
| | | |
| | | |
| | | |

| Order | Description | Dept | Supvr. | Wks | Schedule Start | Schedule Finish | Actual Start | Actual Finish | Apprais Comple |
|---|---|---|---|---|---|---|---|---|---|
| | Mech. Inspection | | | 12 | 6-19 | 9-9 | | | |
| | Intermediate & Final | | Haynes | 4 | 6-19 | 7-15 | | | |
| | Line | | " | 8 | 7-17 | 9-9 | | | |
| | Elect. Inst. & Basic Elect. Training | | Drnek | 2 | 9-11 | 9-23 | | | |
| | Elect. Insp. -Acts. & Valves | | Maples | 4 | 9-25 | 10-21 | | | |
| | Machine Shop | | Morlen | 20 | 10-23 | 3-9 | | | |
| | Drilling | | | 2 | 10-23 | 11-4 | | | |
| | Milling | | | 2 | 11-6 | 11-18 | | | |
| | Hobbing | | | 2 | 11-20 | 12-2 | | | |
| | Tapping | | | 2 | 12-4 | 12-16 | | | |
| | Grinding | | | 2 | 12-18 | 12-30 | | | |
| | Sheet Metal Forming | | | 2 | 1-1 | 1-13 | | | |
| | Lathes | | | 2 | 1-15 | 1-27 | | | |
| | Deburring | | | 2 | 1-29 | 2-10 | | | |
| | Honing | | | 2 | 2-12 | 2-24 | | | |
| | Welding | | | 2 | 2-26 | 3-9 | | | |
| | Mechanical Assembly | | Morlen | 20 | 3-11 | 7-27 | | | |
| | Motor Assy. | | | 6 | 3-11 | 4-20 | | | |
| | Valve & Act. Sub Assy | | | 6 | 4-22 | 6-1 | | | |
| | Valve & Act. Final Assy | | | 8 | 6-3 | 7-27 | | | |
| | Laboratory - Mechanical | | Drnek | 14 | 7-29 | 11-2 | | | |
| | Act. & Vibration | | | 6 | 7-29 | 9-7 | | | |
| | Electrical & RFI | | | 2 | 9-9 | 9-21 | | | |
| | Motors | | | 2 | 9-23 | 10-5 | | | |
| | Valves-Pneumatics | | | 4 | 10-7 | 11-2 | | | |
| | Industrial Engineering | | Morlen | 16 | 11-4 | 2-22 | | | |
| | Process Drwg & Routing | | | 4 | 11-4 | 11-30 | | | |
| | Nameplate & PC Board | | | 1 | 12-2 | 12-7 | | | |
| | Methods Development | | | 1 | 12-9 | 12-14 | | | |
| | Methods in various prod. lines | | | 6 | 12-16 | 1-25 | | | |
| | Production Control | | | 1 | 1-27 | 2-1 | | | |
| | Cost Standards | | | 1 | 2-3 | 2-8 | | | |
| | Time Study | | | 2 | 2-10 | 2-22 | | | |
| | Expediting | | Morlen | 6 | 2-24 | 4-5 | | | |
| | Engineering | | Howell | 10 | 4-7 | 6-14 | | | |

BARBER-COLMAN COMPANY

CAREER ADVANCEMENT PROGRAM (CAP)
MACHINE DESIGN TECHNOLOGY
TRAINING PROGRAM

CAP Trainee _____ (Ser. No. ) _____

| Program Step | Start Date | Completion Date |
|---|---|---|
| 3 | 9-18-67 | 1-26-68 |
| 1 | 1-29-68 | 5-31-68 |
| 2 | | |
| 4 | | |
| 5 | | |
| 6 | | |